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ABSTRACT

This paper describes processes used by the state of Florida to ensure that existing subject matter competencies were sufficient to guide preservice health education teacher programs. The project was designed to develop new subject matter competencies for Florida's preK-12 health educators. Procedures included: (1) reviewing existing competencies, (2) conducting a comparative analysis of the Sunshine State Standards and existing health teacher competencies to determine deficiency areas, (3) developing new competencies in areas of deficiency, (4) identifying subject matter specialists to serve on a panel of experts, (5) establishing review procedures for the panel, (6) conducting a preliminary review, (7) revising competencies based on comments from the panel, (8) conducting a second review with a panel of teacher educators from Florida's public and private teacher training institutions, (9) revising competencies based on comments from the teacher educator panel, (10) providing a revised draft to Florida's Education Standards Commission Task Force and the Center for the Study of Teacher and Learning for review, (11) developing a final version, and (12) validating the process and product. Three appendixes, which comprise the bulk of the paper, present standards and accomplished practices for Florida's preK-12 Health Education Teachers, standards and accomplished practices for Florida's health education teachers (review document), and product review panel members. (Author/SM)

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Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers

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May 21, 1998

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Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers

Abstract

In 1995 the National Health Education Standards were released, providing schools a "framework for world class health education." The goal of the National Health Education Standards is improved academic achievement and health in the United States. As with the National Health Education Standards, the Florida *Sunshine State Standards in Health Education* were developed to improve student learning and provide a basis for assessing performance. To increase teachers' performance expectations, comparable teacher subject matter competencies in health education were developed. This paper describes the process used by Florida to ensure that existing subject matter competencies were sufficient to guide teacher preparation programs. The procedures included (1) review existing competencies, (2) conducting a comparative analysis of the Sunshine State Standards and existing health teacher competencies to determine deficiency areas, (3) developing new competencies in areas of deficiency, (4) identifying subject matter specialists to serve on a panel of experts, (5) establishing review procedures for the panel of experts, (6) conducting a preliminary review, (7) revising competencies based on comments from the panel of experts, (8) conducting a second review with a panel of teacher educators from Florida's public and private teacher training institutions, (9) revising competencies based on comments from the panel of teacher educators, (10) providing a revised draft of competencies to Florida's Education Standards Commission Task Force and the Center for the Study of Teacher and Learning for review, (11) developing a final version, and (12) validating the process and product. The new Florida Subject Matter Competencies will potentially affect professional preparation, health teaching certification, and classroom instruction. The finished product will serve as guidelines for teacher preparation programs, as a foundation for a revised teacher certification examination, and as a focus for staff development activities in Florida's public and private schools.

Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers

In 1996 the Florida State Legislature conferred upon the Education Standards Commission the authority to continue its work with Florida's school improvement and accountability initiative. To this end the Commission, and its support system, coordinated efforts to improve the *Educators Accomplished Practices* and refine the subject matter competencies already developed for Language Arts, Science, Mathematics, Social Studies and Elementary Education. In December 1996, the Commission began to coordinate efforts to create subject matter competencies for Health, Physical Education, Music, Art and Foreign Language. The set of subject matter competencies created by the project team for Health is published in the report, *Standards and Accomplished Practices for Florida's PreK-12 Health Education Teachers* (Appendix A). Upon refinement and validation, this set of subject matter competencies will serve as guidelines for teacher preparation programs, as a foundation for a revised teacher certification examination, and as a focus for staff development activities in Florida's public schools.

The purpose of this project was to develop <u>new</u> subject matter competencies for Florida's PreK-12 health education teachers. Stated as accomplished practices, the subject matter competencies specify the content and skills teachers need to provide quality school health instruction at the classroom level. The competencies absorb the *National Health Educations Standards* (Joint Committee on National Health Education Standards (1995), incorporate the *Sunshine State Standards for Health Education* (Florida Department of Education, 1996), and assimilate the generic teachers' competencies outlined in the *Educator Accomplished Practices* developed by Florida Education Standards Commission (1994).

Procedures

The procedures used to developed the *Standards and Accomplished Practices for Florida's Health Education Teachers* included:

1. Examining *Responsibilities and Competencies for Entry-Level Health Educators* (National Commission for Health Education Credentialling, Inc., 1985).
2. Examining current subject matter competencies specified for teacher certification.
3. Examining Florida *Curriculum Frameworks for Grades 6-8 Basic Programs, and For Grades 9 -12 Basic and Adult Secondary Programs Volume II: Science and Health* (1990).
4. Analyzing *Florida Sunshine State Standards for Health Education,* including subordinate benchmarks (i.e., learner expectations) and existing health teacher competencies to determine deficiency areas.
5. Synthesizing K-12 performance indicators subordinate to each of the seven standards from the *National Health Education Standards*.
6. Developing new competencies in areas of deficiency.
7. Identifying subject matter specialists to serve on the product review panel.
8. Designing a protocol and evaluation criteria for the product review panel (see Appendix B)
9. Testing the protocol and evaluation criteria to determine its appropriateness for the product review.
10. Revising competencies based on comments from an Education Standards Commission meeting on April 30, 1997.
11. Formulating a product review committee (see Appendix C).
12. Conducting the product review.
13. Revising competencies based on comments from the product review committee.

14. Submitting project draft (see Appendix A) to the Education Standards Commission Task Force and the Florida Center for the Study of Teaching and Learning on June 6, 1997 for review.

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Appendix A

Standards and Accomplished Practices for

Florida's PreK-12 Health Education Teachers

(SAPFHET)

submitted to

Florida Education Standards Commission
Department of Education
Tallahassee, Florida

on Friday, June 6, 1997

by

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Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can:

1. describe the interrelationships of physical, mental, emotional, and social health through childhood, adolescence, and adulthood.
2. analyze how behaviors affect health and well-being.
3. explain the impact of personal behaviors on the human body systems.
4. analyze how family, peers, and community influence personal health.
5. analyze how physical and social environments influence personal, family, and community health.
6. analyze how public health policies and legislation affect personal, family, and community health.
7. describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults.
8. identify health problems that can be detected and treated early.
9. explain how health care can prevent premature death and disability.
10. explain how injuries and diseases can be prevented or treated.
11. describe the role of lifestyle, pathogens, and family history in the cause and prevention of diseases and disorders.
12. analyze how the prevention and control of health problems are influenced by research and medical advances.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can:

1. evaluate the validity of health information, products, and services.
2. locate, use, and evaluate health information from home, school, and community resources.
3. evaluate how media influence the selection of health information, products, and services.
4. locate school and community health and medical services for self and others.
5. compare costs and efficacy of health products.
6. analyze the availability, accessibility, and affordability of health care services.
7. analyze given situations requiring professional medical attention or services.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can:

1. analyze the relationships between individual responsibility and personal, family, and community health.

2. interpret a personal health assessment to determine strategies for eliminating and reducing health risk behaviors.

3. analyze the short-term and long-term consequences of risking-taking behaviors.

4. develop strategies to improve or maintain personal, family, and community health.

5. develop injury prevention and control strategies for personal, family, and community health.

6. use strategies to manage stress.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

1. analyze how cultural beliefs affect health behaviors.
2. evaluate the effect of media on personal, family, and community health.
3. examine the impact of technology on personal, family, and community health.
4. predict how advances in technology will affect personal, family, and community health.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health.

Accomplished Practices

The health teacher can:

1. demonstrate verbal and non-verbal communications skills.
2. describe characteristics of a responsible friend or family member.
3. analyze how interpersonal communication affects relationships.
4. demonstrate how to express needs, wants, and emotions appropriately and effectively.
5. demonstrate communication skills to build and maintain healthy relationships.
6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. analyze the possible causes of conflict in schools, families, and communities.
8. demonstrate strategies to manage and resolve conflict.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can:

1. apply decision-making strategies to resolve health concerns.
2. examine community health problems that require collaborative problem solving.
3. predict immediate and long-term impact of health decisions on personal, family, and community health.
4. develop a plan for attaining personal health goals.
5. evaluate progress toward achieving personal health goals.
6. identify the factors that discourage, motivate, facilitate, and reinforce health behavior.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can:

1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
2. express informed opinions about health issues.
3. design strategies that effectively communicate information, ideas, and opinions about contemporary health issues.
4. argue for or against a public health proposition.
5. develop a strategy to organize support for a public health proposition.
6. construct a health message for a specific target audience.
7. select an appropriate communication channel for a specific target audience.

Appendix B

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Review Document

Florida Education Standards Commission
Department of Education
Tallahassee, Florida
April 21, 1997

May 1, 1997

<name>
<agency>
<address>
<city, state, zip code>

Dear <name>:

For the Florida Education Standards Commission I appreciate your help reviewing and assessing the Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET). You have been selected as a panel member because of your academic background and professional experience. Your opinions and suggestions will be used to improve the final SAPFHET product.

The Standards and Accomplished Practices specify what health teachers are expected to know and do in the classroom. They have been established to serve as a framework for improving teacher preparation and continuing education and as benchmarks for assessing teacher performance. The goal of Standards and Accomplished Practices is to increase teacher competence and improve academic achievement for Florida's children and youth.

Enclosed you will find the Standards and Accomplished Practices for Florida's Health Teachers (SAPFHET). Reviewing the Standards and Accomplished Practices collectively may help you in your overall assessment. Also, you will find the *Standards and Accomplished Practices for Florida's Health Teachers Review Document*. Inside the *SAPFHET Review Document* are the procedures for assessing the accomplished practices. Please complete the assessment and return the *SAPFHET Review Document* by Wednesday, May 14, 1997. A self-addressed stamped envelope is enclosed for your convenience. Should you have any questions about this assignment, please contact me by telephone at (352)-392-0583, ext. 282.

Thank you for your time and effort in serving as a panel review member. I look forward to receiving your assessment.

Sincerely,

Robert M. Weiler
Assistant Professor

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Procedures for Assessment

Please answer questions **A** and **B** for each standard. The criteria for the assessment are listed below, each with examples of questions to consider. Begin the assessment by studying the criteria. After studying the criteria you will be ready to start the review process.

Question A: As stated would you say this accomplished practice is:

a. Focused: Does the accomplished practice concentrate directly on the content and behavior to be measured?

b. Brief: Is the accomplished practice written as concisely as possible?

c. Clear: Is the accomplished practice written as unambiguously and simply as possible?

Question B: As a guide for improving teacher preparation and continuing education, would you say this accomplished practice is:

d. Reasonable: Is it reasonable to expect health teachers to demonstrate an ability to teach this accomplished practice?

e. Essential: Is it imperative that health teachers teach this accomplished practice?

f. Relevant: Is the accomplished pratice consistent with current professional knowledge and skills of qualified classroom health teachers?

g. Measureable: Is the accomplished practice capable of being measured?

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Directions for Assessment

Complete the review by answering Questions **A** and **B** for the accomplished practice indentified on each page. Write any comments or suggestions that you have about any accomplished practice, including alternative language, directly on the page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

1. analyze how behaviors affect health and well-being.
2. describe the interrelationships of mental, emotional, social, and physical health through childhood, adolescence, and adulthood.
3. explain the impact of personal behaviors on the human body systems.
4. analyze how family, peers, and community influence personal health.
5. analyze how physical, social, and emotional environments influence personal, family, and community health.
6. describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults.
7. identify health problems that can be detected and treated early.
8. explain how appropriate health care can prevent premature death and disability.
9. analyze how public health policies and government regulations affect personal, family, and community health.
10. explain how injuries and illnesses can be prevented or treated.
11. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of diseases, disorders, and other health conditions.
12. analyze how the prevention and control of health problems are influenced by research and medical advances.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

1. **analyze how behaviors affect health and well-being.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

2. **describe the interrelationships of mental, emotional, social, and physical health through childhood, adolescence, and adulthood.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

3. explain the impact of behaviors on the human body systems.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

4. **analyze how family, peers, and community influence personal health.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

5. **analyze how physical, social, and emotional environments influence personal, family, and community health.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

   _____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

6. **describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

      _____

      _____

      _____

   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

      _____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

7. **identify health problems that can be detected and treated early.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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      _____

   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

8. **explain how appropriate health care can prevent premature death and disability.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

      _____

      _____

      _____

   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

9. **analyze how public health policies and government regulations affect personal, family, and community health.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

10. explain how injuries and illnesses can be prevented or treated.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

11. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of diseases, disorders, and health problems.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

Accomplished Practices

The health teacher can effectively teach students to:

12. analyze how the prevention and control of health problems are influenced by research and medical advances.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments: _____

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_____

B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments: _____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

1. evaluate the validity of health information, products, and services.
2. demonstrate the ability to locate, use, and evaluate information from home, school, and community resources.
3. evaluate how media influence the selection of health information, products, and services.
4. demonstrate the ability to locate school and community health and medical services for self and others.
5. compare costs and efficacy of health products.
6. analyze the availability, accessibility, and affordability of medical care services.
7. analyze situations requiring professional medical attention or services.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

1. **evaluate the validity of health information, products, and services.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

2. **demonstrate the ability to locate, use, and evaluate information from home, school, and community resources**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accompished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measureable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health informaiton and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

3. **evaluate how media influence the selection of health information, products, and services**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

4. **demonstrate the ability to locate school and community health and medical services for self and others.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

5. **compare costs and efficacy of health products**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

6. **analyze the availability, accessibility, and affordability of medical care services**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

Accomplished Practices

The health teacher can effectively teach students to:

7. **analyze situations requiring professional medical attention or services**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. analyze the relationships between individual responsibility and personal, family, and community health.
2. evaluate a personal health assessment to determine strategies for eliminating and reducing health risk behaviors.
3. analyze the short-term and long-term consequences of risking-taking behaviors.
4. develop strategies to improve or maintain personal, family, and community health.
5. develop injury prevention and control strategies for personal, family, and community health.
6. use strategies to manage stress.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. **analyze the relationships between individual responsibility and personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

2. **evaluate a personal health assessment to determine strategies for eliminating and reducing health risk behaviors**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

3. **analyze the short-term and long-term consequences of risk taking behaviors**.

A. As stated would you say this accomplished practice is:

a. focused	❑ Yes	❑ No
b. brief	❑ Yes	❑ No
c. clear	❑ Yes	❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable	❑ Yes	❑ No
b. essential	❑ Yes	❑ No
c. relevant	❑ Yes	❑ No
d. measurable	❑ Yes	❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

4. **develop strategies to improve or maintain personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

5. **develop injury prevention and control strategies for personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health.

Accomplished Practices

The health teacher can effectively teach students to:

6. **use strategies to manage stress**.

A. As stated would you say this accomplished practice is:

a.	focused	❑ Yes	❑ No
b.	brief	❑ Yes	❑ No
c.	clear	❑ Yes	❑ No

Comments: _____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a.	reasonable	❑ Yes	❑ No
b.	essential	❑ Yes	❑ No
c.	relevant	❑ Yes	❑ No
d.	measurable	❑ Yes	❑ No

Comments: _____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

1. analyze how cultural beliefs affect health behaviors, including the use of medical care services.
2. evaluate the effect of media on personal, family, and community health.
3. evaluate the impact of technology on personal, family, and community health.
4. analyze how advances in technology will affect personal, family, and community health.
5. analyze how information from school, peers, family, and community influences health.

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

1. **analyze how cultural beliefs affect health behaviors, including the use of medical care services**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

2. **evaluate the effect of media on personal, family, and community health**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

3. **evaluate the impact of technology on personal, family, and community health**.

A. As stated would you say this accomplished practice is:

a.	focused	❑ Yes	❑ No
b.	brief	❑ Yes	❑ No
c.	clear	❑ Yes	❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a.	reasonable	❑ Yes	❑ No
b.	essential	❑ Yes	❑ No
c.	relevant	❑ Yes	❑ No
d.	measurable	❑ Yes	❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

4. **analyze how advances in technology will affect personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 2: Health teachers will analyze the influence of culture, media, and technology on health.

Accomplished Practices

The health teacher can effectively teach students to:

5. **analyze how information from school, peers, family, and community influences health**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. demonstrate verbal and non-verbal communications skills.
2. describe characteristics of a responsible friend and family member.
3. analyze how interpersonal communication affects relationships.
4. demonstrate how to express needs, wants, and emotions appropriately and effectively.
5. demonstrate communication skills to build and maintain healthy relationships.
6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. analyze the possible causes of conflict in schools, families, and communities.
8. demonstrate strategies to prevent, manage, and resolve interpersonal conflict.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. **demonstrate verbal and non-verbal communication skills.**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

2. **describe characteristics of a responsible friend and family member**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being..

Accomplished Practices

The health teacher can effectively teach students to:

3. **analyze how interpersonal communication affects relationships**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

4. **demonstrate how to express needs, wants, and emotions appropriately and effectively.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

5. **demonstrate communication skills to build and maintain healthy relationships**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments: _____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments: _____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

6. **demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.**

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

7. **analyze the possible causes of conflict in schools, families, and communities.**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

Accomplished Practices

The health teacher can effectively teach students to:

8. **demonstrate strategies to prevent, manage, and resolve interpersonal conflict**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. apply decision-making strategies to issues related to health, including risk taking behaviors.
2. analyze health concerns that require collaborative decision-making.
3. predict immediate and long-term impact of health decisions on personal, family, and community health.
4. develop a plan for attaining personal health goals.
5. evaluate progress toward achieving personal health goals.
6. evaluate a plan for healthful living.
7. identify factors that motivate, facilitate, and reinforce health behavior.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to:

1. **apply decision-making strategies to issues related to health, including risk taking behaviors.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

2. **analyze health concerns that require collaborative decision-making**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

3. **predict immediate and long-term impact of decisions on personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

4. **develop a plan for attaining personal health goals**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

5. **evaluate progress toward achieving personal health goals**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

6. **evaluate a plan for healthful living**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments: _____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments: _____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

Accomplished Practices

The health teacher can effectively teach students to

7. **identify factors that motivate, facilitate, and reinforce behaviors.**

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas.

2. express information and opinions about health issues.

3. use strategies to overcome barriers when communicating information, ideas, feelings, and opinions about contemporary health issues.

4. demonstrate the ability to influence and support others in making positive decisions.

5. demonstrate the ability to work cooperatively when advocating for personal, family, and community health.

6. demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

1. **evaluate the effectiveness of communication methods for accurately expressing health information and ideas.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

2. **express information and opinions about health issues**.

A. As stated would you say this accomplished practice is:

a. focused ❑ Yes ❑ No
b. brief ❑ Yes ❑ No
c. clear ❑ Yes ❑ No

Comments:_____

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B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a. reasonable ❑ Yes ❑ No
b. essential ❑ Yes ❑ No
c. relevant ❑ Yes ❑ No
d. measurable ❑ Yes ❑ No

Comments:_____

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If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

3. **use strategies to overcome barriers when communicating information, ideas, feelings, and opinions about contemporary health issues**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

4. **demonstrate the ability to influence and support others in making positive decisions.**

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   _____

   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

5. **demonstrate the ability to work cooperatively when advocating for personal, family, and community health**.

   A. As stated would you say this accomplished practice is:

   a. focused ❑ Yes ❑ No
   b. brief ❑ Yes ❑ No
   c. clear ❑ Yes ❑ No

   Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

   a. reasonable ❑ Yes ❑ No
   b. essential ❑ Yes ❑ No
   c. relevant ❑ Yes ❑ No
   d. measurable ❑ Yes ❑ No

   Comments:_____

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   If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

Accomplished Practices

The health teacher can effectively teach students how to:

6. **demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience**.

   A. As stated would you say this accomplished practice is:

      a. focused ❑ Yes ❑ No
      b. brief ❑ Yes ❑ No
      c. clear ❑ Yes ❑ No

      Comments:_____

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   B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

      a. reasonable ❑ Yes ❑ No
      b. essential ❑ Yes ❑ No
      c. relevant ❑ Yes ❑ No
      d. measurable ❑ Yes ❑ No

      Comments:_____

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      If you checked **NO** to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Appendix C

Product Review Panel

Lisa Ackerman
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